

**Teaching Multiculturalism across the Curriculum
Using Children's Literature**

An Honors Thesis (HONRS 499)

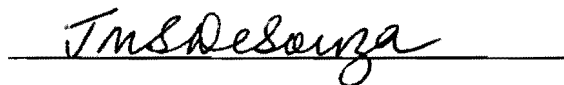
by

Meiling Lade

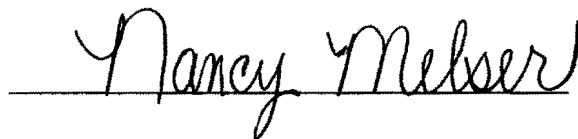
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Abstract

Cultural diversity is something we must deal with everyday. Because of this, it is essential to prepare children to respect persons of all cultures. The easiest way to accomplish this is to educate and expose children to multicultural issues and beliefs on a regular basis. The purpose of this project is to integrate multicultural activities into the general curriculum of an elementary classroom using children's literature as a foundation for the activities. The activities are divided into three leveled sections: primary grades (K-2), intermediate grades (3-4), and upper grades (5-6). Within each section, there are five level-appropriate books featuring Native American, African American, Hispanic, Asian, and Middle Eastern cultures. Each book has activities that span across the curriculum including writing, science, social studies, and problem-solving.

Acknowledgements

I give a thousand thanks to my thesis advisors, Dr. Annette Rick Leitze, Dr. Josephine M. S. Desouza, and Dr. Nancy A. Melser. I would like to thank Dr. Leitze for her expertise and guidance. She also showed me how to design problem-solving activities using children's literature. I had no idea how simple and beneficial that method was until she came along. I would like to thank Dr. Desouza for showing me how to easily make science a fun, integrated part of the general curriculum. She showed me how to teach science with other subjects due to a teacher's desperate need for more time. Sometimes, teachers "forget" to teach science because they focus more on other subjects. I would like to thank Dr. Melser for inspiring me to use this concept as my thesis. Using a piece of children's literature to create a variety of connected activities and lessons is a magnificent idea. I will definitely use that strategy in my future career as an elementary teacher.

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Introduction

Our country is becoming increasingly diverse. The 2000 U.S. Census indicates 28.4 million persons, or 10.4 percent of the American population, were born in another country. People often have difficulties in understanding and accepting cultural diversity. As educators, we must prepare our students to live and work harmoniously and productively in an increasingly multicultural society. If teachers provide resources that allow students to explore and understand various cultures, students will be far more likely to develop an appreciation for the values, customs, and traditions of the people living within and outside of our borders.

I believe literature is a key resource in this effort. I have found several documents and articles supporting this concept, as well as other professional educators I have come in contact with. It is important to expose children to the literary heritage of cultures around the world. All sorts of people should be represented in children's books that show many occupations, economic situations, lifestyles, and roles (Rothlein, 1993). Children need to be helped in developing a world view (Bishop, 1992). Exposing children to a wide range of multicultural books can help children better understand themselves and their relationships to others (Tway, 1989).

I have selected five major cultures that can be found among the American population: Native American, African American, Hispanic, Asian, and Middle Eastern. For each of these cultures, there are children's books and activities for each grade level: primary (grade K-2), intermediate (grade 3-4), and upper (grade 5-6). In each grade level, there are several activities for students to complete after reading the book. These activities include writing, social studies, science, and problem solving. Books may be read to the class by the teacher, or read by students independently. Activities can be completed in a whole classroom setting, as well as take-home projects. Activities that require a whole classroom setting will be noted in the activity itself. However, these activities can also be done at home with parents or supervising adults.

As students listen to or read the multicultural stories, they are exposed to other cultures other than their own. Some students will find that the stories tell of things they could never imagine in their own lives. Others will find situations they can relate to. After reading the stories, children engage in activities to strengthen their academic skills while learning and accepting other cultures.

Primary Levels
(Grades K-2)

Native American
The Legend of the Indian Paintbrush
By Tomie dePaola

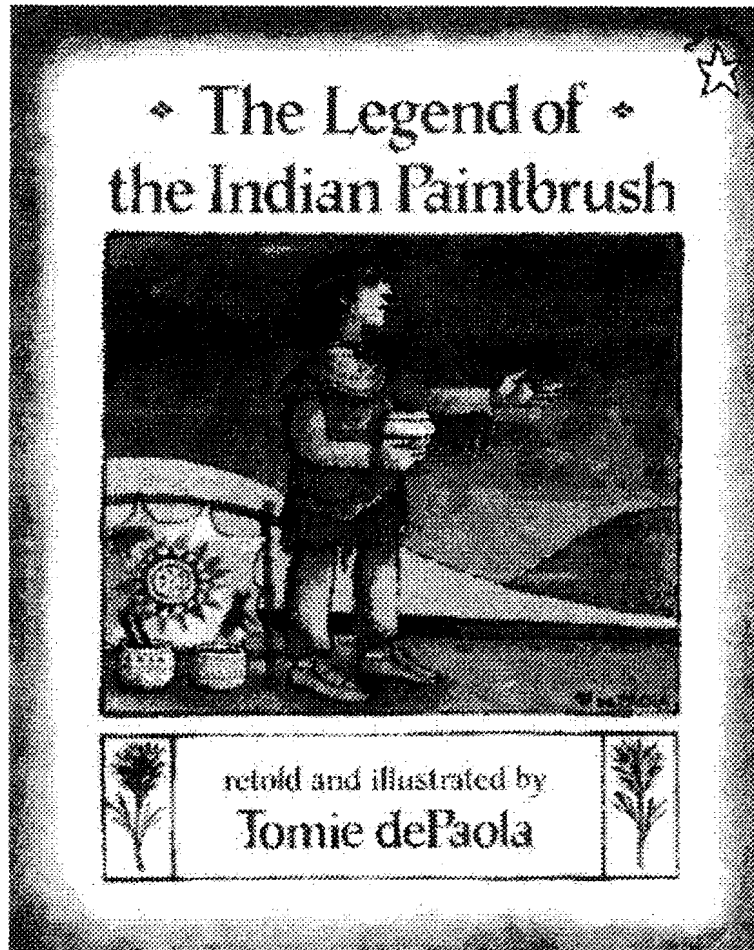


Illustration © Tomie dePaola

This is a retelling of the Indian tale about how the Indian Paintbrush plant got its name. Little Gopher lived on the plains with his people. He is told that he will grow to be remembered as an artist. He sets off to create a painting in his Dream-Vision. Finally, when he had grown up, his faithfulness and artistry are rewarded. His legacy is this plant whose flowers are as colorful as the setting sun.

Writing Activity

Create your own story of a legend. Pick a question below and write your own story that answers it. Illustrate your legend on a separate sheet of paper.

- Why does the sun come up in the east and set in the west?
- Why are there four seasons?
- Why do we have mountains?
- Why are there stars in the sky at night?
- Why are the oceans so big and deep?
- Why does it snow?
- Why does it rain?

The Legend of _____

Told by _____

Science Activity

(Whole classroom activity done at school)

Little Gopher decorated smooth stones with red juices from berries. Obtain some smooth stones or ask the students to bring a smooth stone to school. Get berries such as blueberries, strawberries, blackberries, and raspberries to make paint. Have students mash the berries and use the juice to paint on their stones. Make sure there is discussion about conservation practices in collecting plants to use. When you collect plants, there should be no noticeable change in the environment where they were found. Talk about in some parts of the country and in national parks, it is against the law to pick wildflowers and plants. Find out if there are place like that in your area.

The plant materials below may be available in the area.

<u>Color</u>	<u>Plant Source</u>
Blue-violet	cherry roots
Purple	black raspberries
Reddish-purple	pokeweed berries
Red-pink	cherries, strawberries, red raspberries, dandelion roots
Violet	grapes
Blue	blueberries (boiled)
Dark brown	walnut husks (boiled)
Reddish brown	buckeye husks
Yellow	goldenrod (boiled), willow leaves, marsh marigolds
Rose tan	birch bark, willow bark, sassafras roots
Green	plantain leaves and roots (boiled), nettle (roots, stalk, leaves), lily of the valley leaves
Yellow-orange	bloodroot (boiled)
Salmon	cherry bark
Black	walnut husks, sumac leaves

Social Studies Activity

(Whole classroom activity done at school)

Building on students' knowledge of symmetry, students will construct their own totem poles. Talk about how some Native American tribes used totem poles. The poles were basically glorified mailboxes, depicting the people who lived in that house. They showed how wealthy they were as well as their family story. Find several books about totem poles in your school library. Show students a variety of photographs of totem poles and discuss the symmetry in each one. Students will use small wood scraps, decorated wood shapes, glue, and permanent markers to build a small totem. The only directions are that the pole must stand on its own and be symmetrical. Also, discussion of architecture and trial and error will help students figure out how to make their poles stand alone.

Materials: small wood scraps, decorated wood shapes, glue, permanent markers, photographs of totem poles



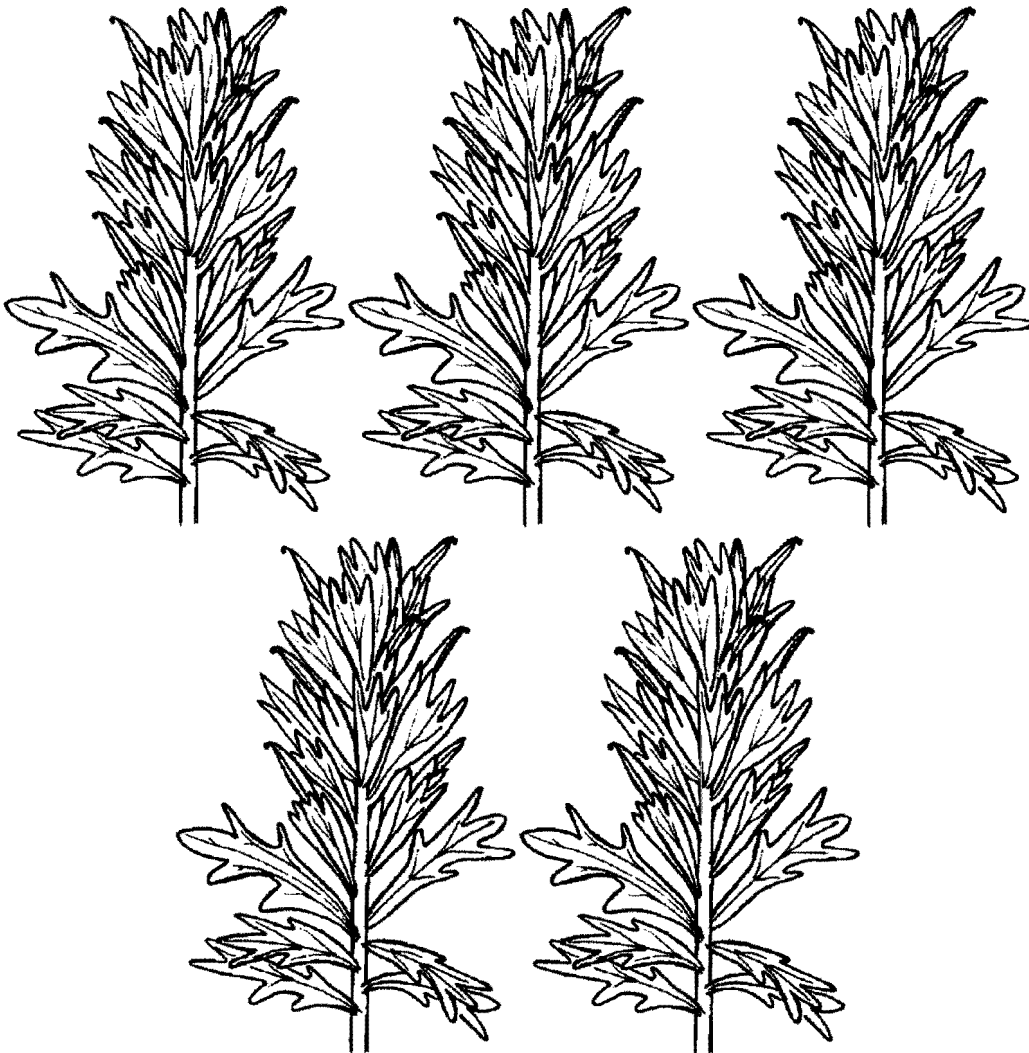
Photo © Children's School at Carnegie Mellon

Problem Solving Activity (Grade K)

Name _____

Date _____

Little Gopher and the wise shaman went to look at the plants that grew on top of the hill. There were 5 plants in all on the hill. The wise shaman saw that a group of them were the color red. Little Gopher saw that the rest of the plants were yellow. There was one more plant in the wise shaman's group than in Little Gopher's. How many plants were red and how many plants were yellow?



There were _____ red plants and _____ yellow plants.

Problem Solving Activity (Grade 1)

Name _____

Date _____

Little Gopher is painting another picture of a sunset. Instead of using his old paintbrushes, he is going to use the colorful plants that grew for him. He goes back to the top of the hill to gather the plants. Now, he was all the plants he needs to paint his picture.

He has less than 10.

He has more than 5.

He has an even number.

He does not have 8.

How many plants does Little Gopher have?

Use the table. Write the number. _____

1

2

3

4

5

6

7

8

9

10



Illustration © Tomie dePaola

Problem Solving Activity (Grade 2)

Name _____

Date _____

Little Gopher is painting another picture of the sunset. Instead of using his old paintbrushes, he is going to use the colorful plants that grew for him. He goes back to the top of the hill to gather the plants. Now he has all the plants he needs to paint his picture.

He has more than 34 plants.

He has fewer than 40 plants.

He has an even number of plants.

He does not have 38 plants.

How many plants does Little Gopher have?

Use the table. Write the number. _____

34

35

36

37

38

39

40



Illustration © Tomie dePaola

African American

Bigmama's

By Donald Crews

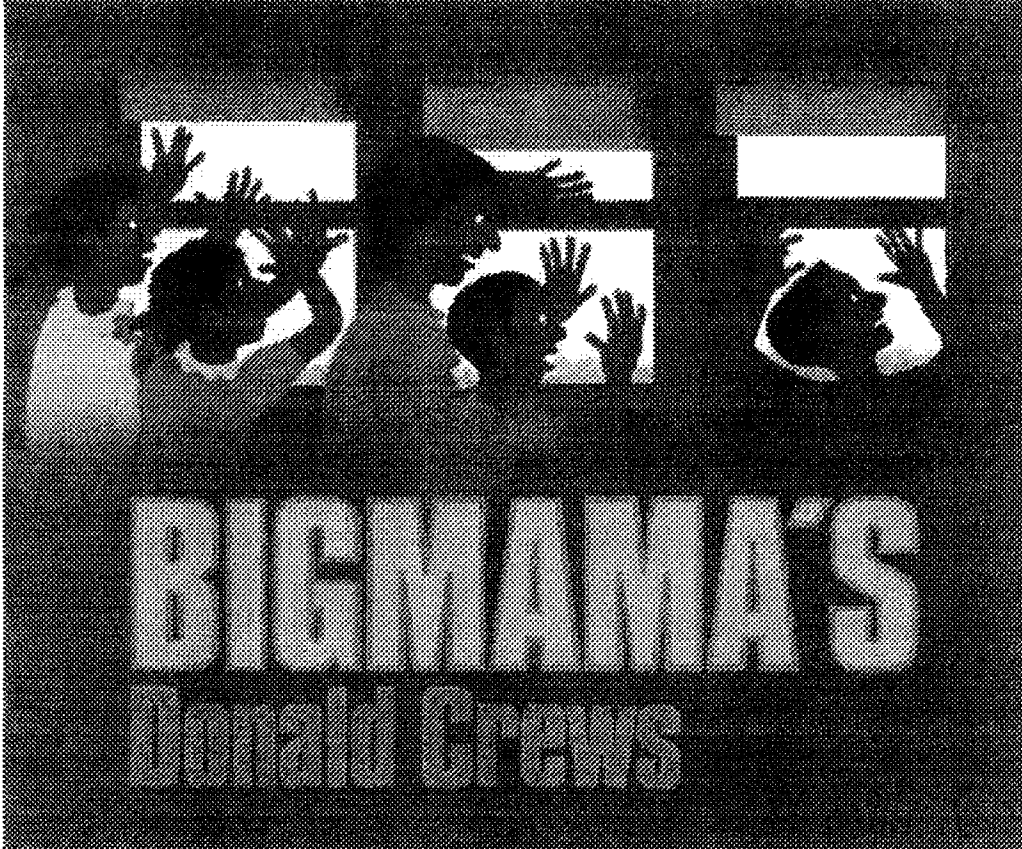


Illustration © Donald Crews

This autobiographical picture book tells the story of the author's childhood visits to his grandparents each summer. Nothing ever changes with each visit, and the children enjoy their stay as they find their way around the farm.

Writing Activity

Pretend you are one of the characters from the story and have just returned from visiting Bigmama and Bigpapa. Write a thank-you letter to them thanking them for the visit.

Science Activity

(Whole classroom activity done at school)

Donald (the author) dug for worms so he could go fishing in the pond. He found the worms from the big pile of cane pulp by the tool shed.

Make mud pudding and dig for worms for *Digging with Donald*. Take a trip to the bathroom for students to wash hands.

You will need (for 6 servings):

- 1 large box of instant chocolate pudding
- 3 cups of cold milk; chocolate cookie crumbs
- 6 gummy worms
- 1 large jar
- 6 small bowls
- 6 spoons
- 1 measuring cup

Model making the mud pudding. Mix the chocolate pudding with the milk. Pour into a large jar and shake. The pudding will soon form. Put a gummy worm in each of the 6 small bowls. Spoon the pudding into the bowls. Crumble 1 chocolate cookie into each bowl. Then, assign students to groups of 6.

Group jobs are:

- Leader (will give directions to the group)
- Encourager (will make sure everyone is participating and make sure everyone is following directions properly)
- 2 Suppliers (will come and get ingredients and supplies for the group)
- Measurer (will measure 3 cups of milk and pour)
- Divider (equally divides the pudding into 6 cups)

Each student will crumble a cookie onto his/her bowl of pudding and add a worm on top.

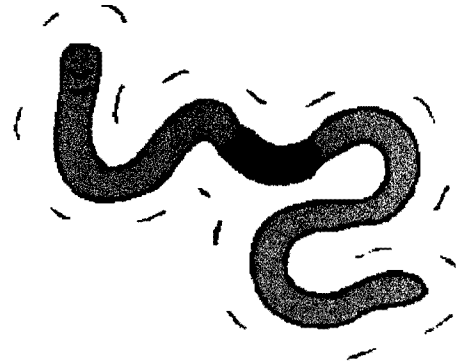
Copy the following page and give to students.

Digging with Donald

Do you want to go fishing with Donald? Help him out by digging for some worms! Make mud pudding and find a big, juicy worm!

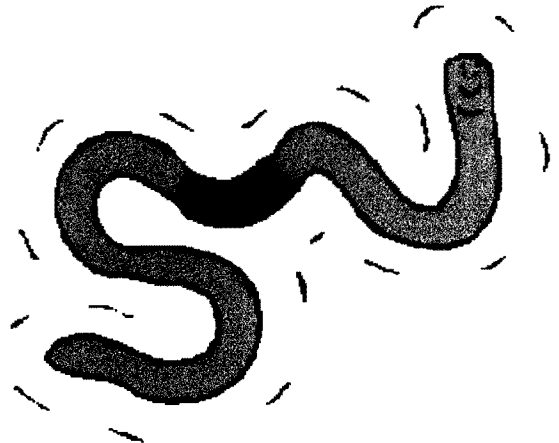
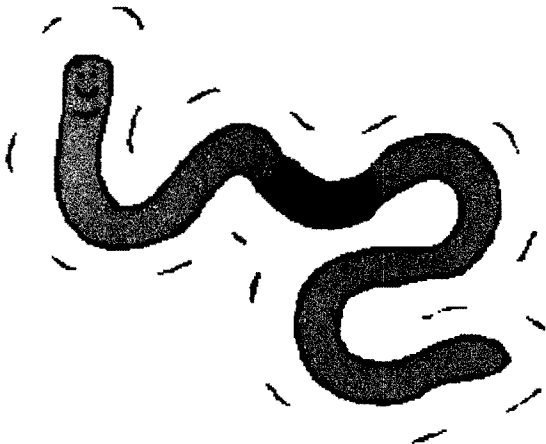
Things you will need (for 6 servings):

- 1 large box of instant chocolate pudding
- 3 cups of cold milk; chocolate cookie crumbs
- 6 gummy worms
- 1 large jar with a lid
- 6 small bowls
- 6 spoons
- 1 measuring cup



Directions:

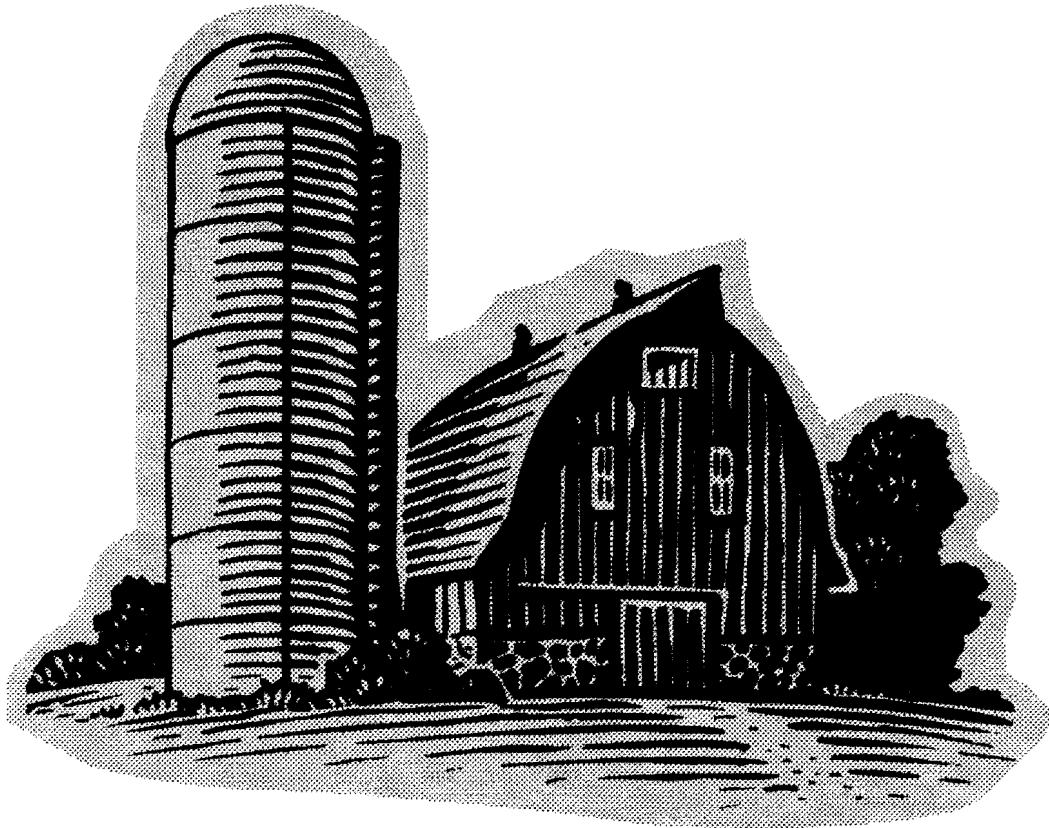
1. Mix the chocolate pudding mix with the milk.
2. Pour into a large jar.
3. Shake jar until pudding forms.
4. Put a gummy worm in each of the 6 small bowls.
5. Spoon the pudding into the bowls.
6. Crumble 1 chocolate cookie into each bowl.



Social Studies Activity

(Whole classroom activity done at school)

Discuss that this is a story about the author and his childhood visit to his grandparents' home. At the end of the story, he says, "Some nights even now, I think that I might wake up in the morning and be at Bigmama's with the whole summer ahead of me." Ask students what they think he would see there now. Remind them to think about what might be the same and what might have changed at the farm. Students will draw a picture of what they think Bigmama's house would look like today, now that Donald Crews is a grown man. Allow time for students to share their pictures.






Problem Solving Activity (Grade K)

Name _____

Date _____

Bigmama had given the children bags of corn to feed to the turkeys. Donald was feeding 3 turkeys. He fed the first turkey 2 pieces, and the second turkey 2 pieces. Then he fed the third turkey 1 piece. His sister fed the turkeys, too. The first turkey ate 1 piece, the second turkey ate 2 pieces, and the third turkey ate 2 pieces. Which turkey ate the most corn?

Draw the pieces of corn each turkey ate. Circle the turkey that ate the most corn.

		
Turkey 1	Turkey 2	Turkey 3

Problem Solving Activity (Grade 1)

Name _____

Date _____

Donald is digging up worms from the big pile of cane pulp. He thinks he has enough to catch a few fish.

He has less than 10.

He does not have 9.

He has more than 5.

He has an odd number.

How many worms does Donald have?

Use the table. Write the number.

1

2

3

4

5

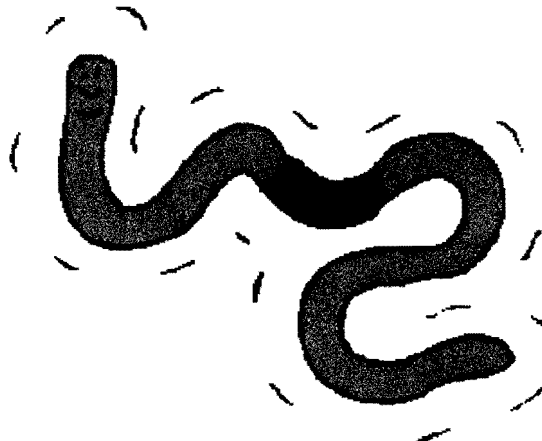
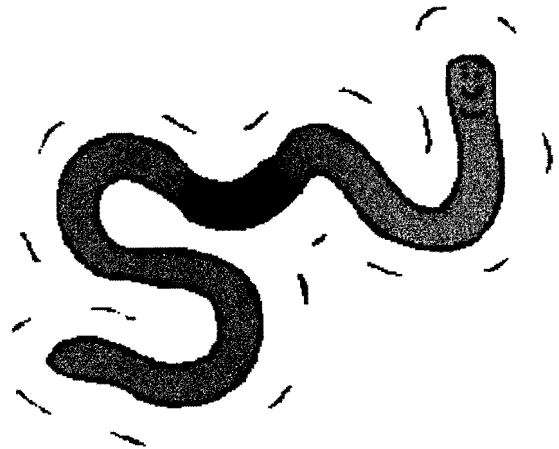
6

7

8

9

10



Problem Solving Activity (Grade 2)

Name _____ Date _____

Donald has 6 baskets of eggs to carry back to the house. He has one basket with 9 eggs in it. He has other baskets with 10 eggs, 6 eggs, 7 eggs, 8 eggs, and 5 eggs in them. He carries 15 eggs at one time to the house. He holds one basket with his left hand and one basket with his right hand. Donald is going to make 3 trips to the house. Which 2 baskets could he carry on each trip?

9 eggs	10 eggs	6 eggs	7 eggs	8 eggs	5 eggs

Write the numbers to show which pails the Donald can carry at the same time.

1.

2.

3.

Hispanic
Abuela
By Arthur Dorros

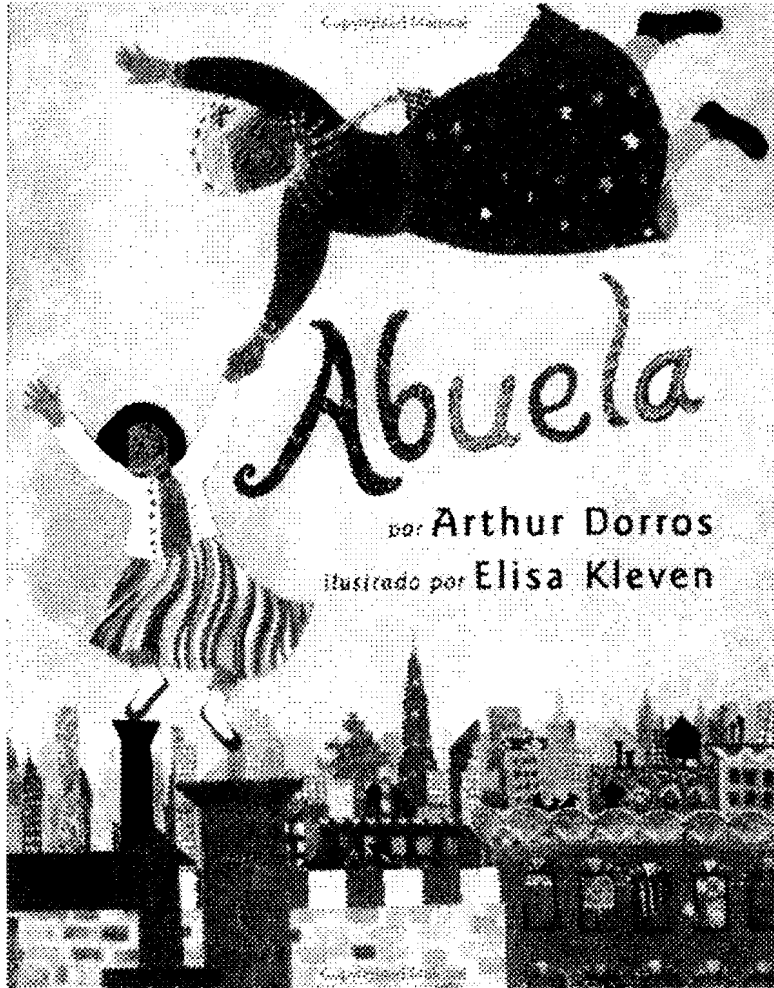


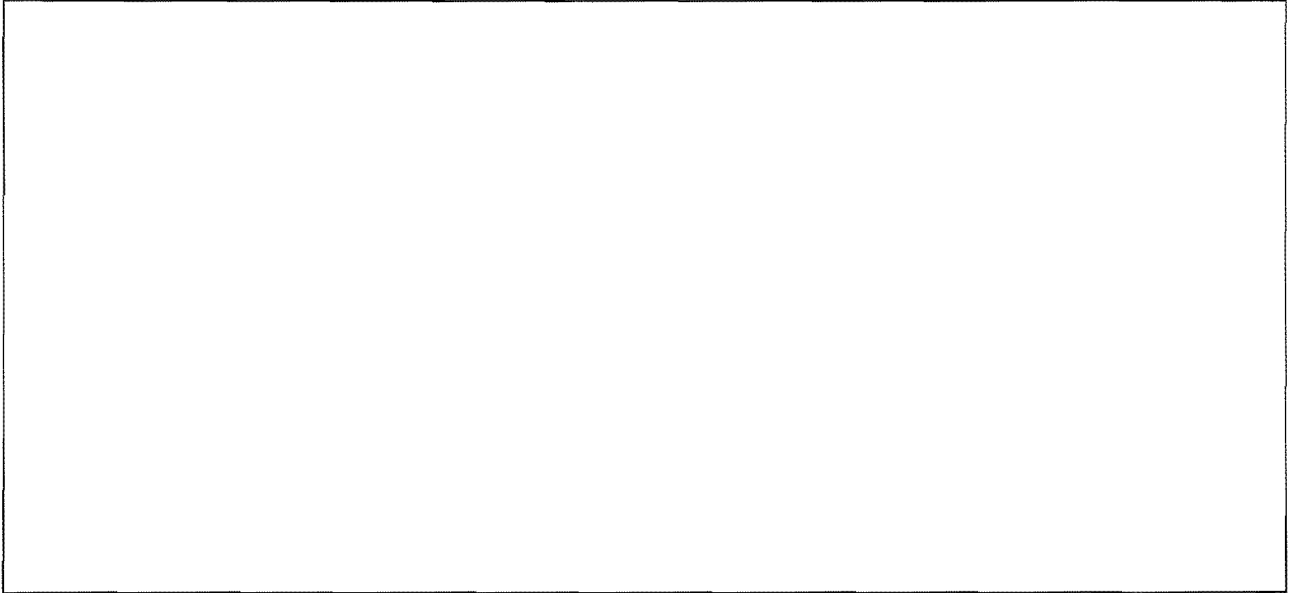
Illustration © Elisa Kleven

Rosalba and her grandmother (abuela) like to have adventures together. One day while at the park, Rosalba imagines that the birds they are feeding pick her up into the sky and she can fly. Her grandmother joins her and they fly over New York City. The sights they see are described in Spanish and English. (A glossary of the Spanish words that are used appears on the last page of the book.)

Writing Activity

Name _____ Date _____

Write a new adventure for Rosalba and Abuela. Where are they going? What will they see? What will they do there? After writing the adventure, draw a picture from your story.



Science Activity

(Whole classroom activity done at school)

What country did Abuela come from? We do not learn exactly where she comes from, but we read that mangos, bananas, and papayas grow there. Using a world map, show students where Abuela might have grown up—places where these fruits are grown and where people speak Spanish. What other fruits might grow in these areas? Students will make a Hispanic fruit salad. Abuela may have eaten this where she grew up. Take a trip to the bathroom for students to wash hands.

You will need (for 6 servings):

- $\frac{1}{3}$ cup sugar
- $\frac{1}{3}$ cup water
- 1 teaspoon cinnamon
- 2 teaspoons lime juice
- 2 cups chunked papaya
- $\frac{1}{2}$ cup sliced bananas
- $\frac{1}{2}$ cup diced oranges
- $\frac{1}{4}$ cup diced mangos
- Stirring spoon
- Mixing bowl
- Measuring utensils
- 6 small bowls
- 6 spoons or forks

Model for students by measuring and mixing ingredients in a bowl. Mix sugar, water, cinnamon, and lime juice. Stir. Add fruits. Then, break students into groups of 6. Students will take turns measuring and adding ingredients. Every time a student adds his/her ingredient, stir. When fruit salad is complete, distribute evenly within the groups. While eating, have students describe the tastes. How is this fruit salad similar and different to other fruit salads they have eaten?

Copy the following page and give to students.

Abuela Treats

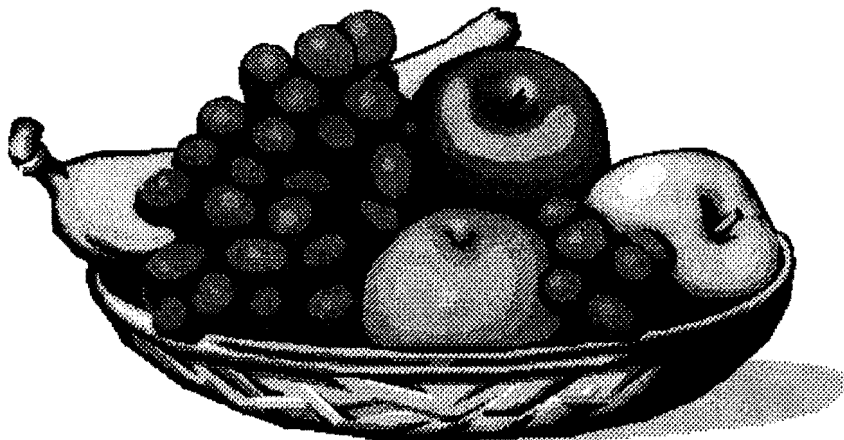
What country did Abuela come from? We do not learn exactly where she comes from, but we read that mangos, bananas, and papayas grow there. Let's make a fruit salad Abuela may have eaten where she grew up!

Things you will need (for 6 servings):

- $\frac{1}{3}$ cup sugar
- $\frac{1}{3}$ cup water
- 1 teaspoon cinnamon
- 2 teaspoons lime juice
- 2 cups chunked papaya
- $\frac{1}{2}$ cup sliced bananas
- $\frac{1}{2}$ cup diced oranges
- $\frac{1}{4}$ cup diced mangos
- Stirring spoon
- Mixing bowl
- Measuring utensils
- 6 small bowls
- 6 spoons or forks

Directions:

1. Pour sugar and water into mixing bowl. Stir until sugar is dissolved.
2. Add cinnamon. Stir.
3. Add lime juice. Stir.
4. Add fruits. Stir.
5. Spoon fruit salad into 6 small bowls.



Social Studies Activity

Rosalba and her abuela live in New York City. Write a letter to invite Rosalba and her abuela to your hometown. What important sights, places, and buildings could they see and visit if they flew over the town. Draw a picture of one place they should definitely visit on another sheet of paper.

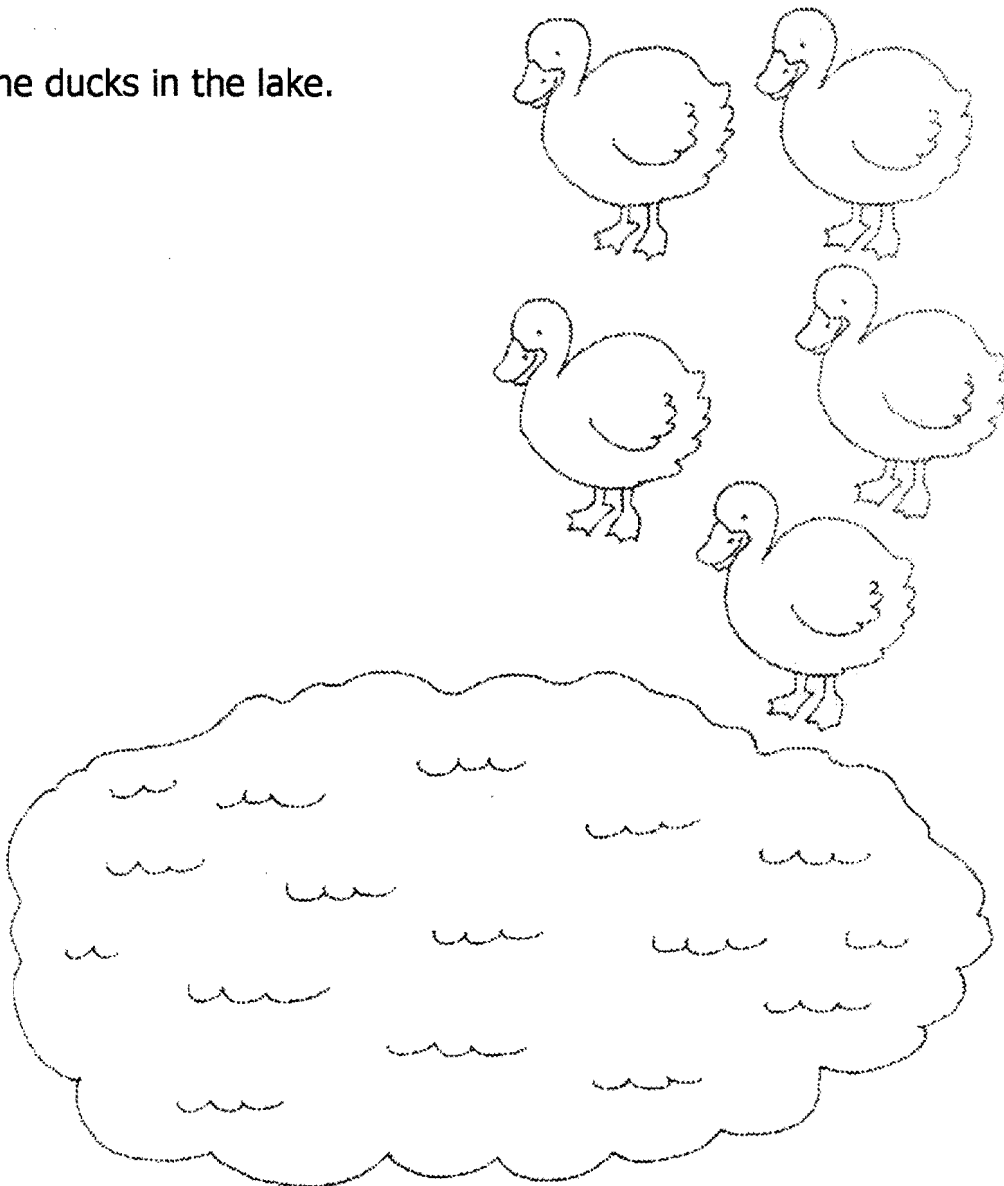
Problem Solving Activity (Grade K)

Name _____

Date _____

At the park, Rosalba and Abuela went to look at the ducks. There were 5 ducks in all on the bank of the lake. Abuela saw a group of them go into the water at one end of the lake. Rosalba saw the rest of them start swimming at the other end. There was 1 more duck in Abuela's group than in Rosalba's. How many ducks were in each group?

Draw the ducks in the lake.



Problem Solving Activity (Grade 1)

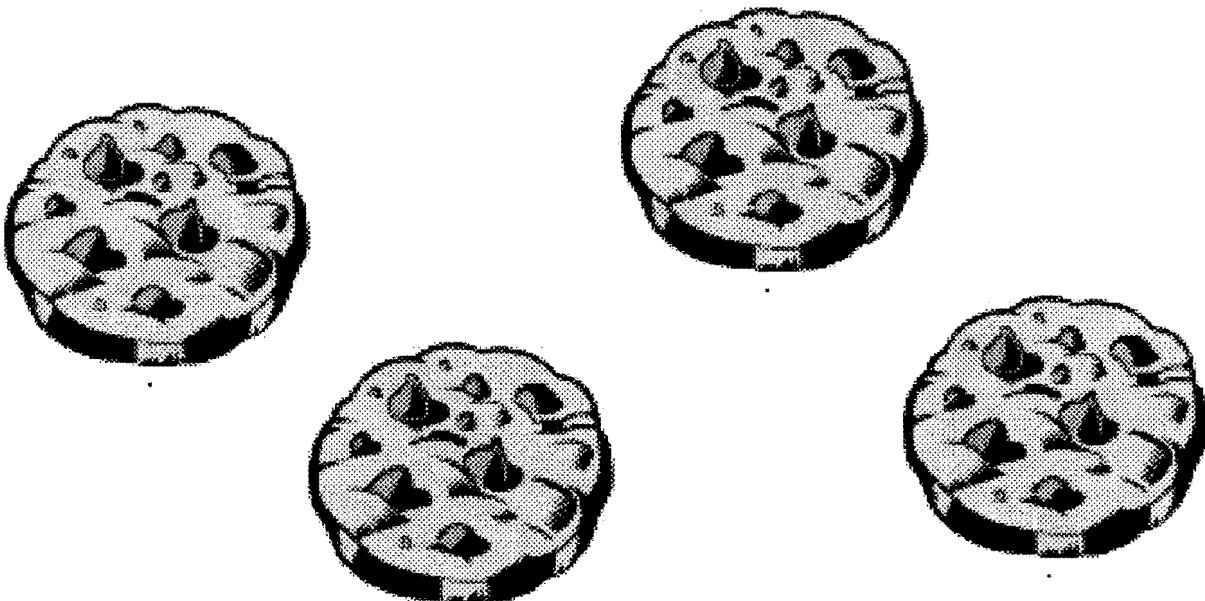
Name _____

Date _____

Abuela and Rosalba made cookies after their adventure. It took Rosalba a long time to cookies. In the time it took Rosalba to make 1 cookie, Abuela made 2 cookies. They kept making cookies the same way until they used up all the cookie dough. Rosalba made 7 cookies in all. How many cookies did Abuela make?

Finish the table. Write the number. _____

Number of Cookies Rosalba Made	1	2	3	4	5	6	7
Number of Cookies Abuela Made							



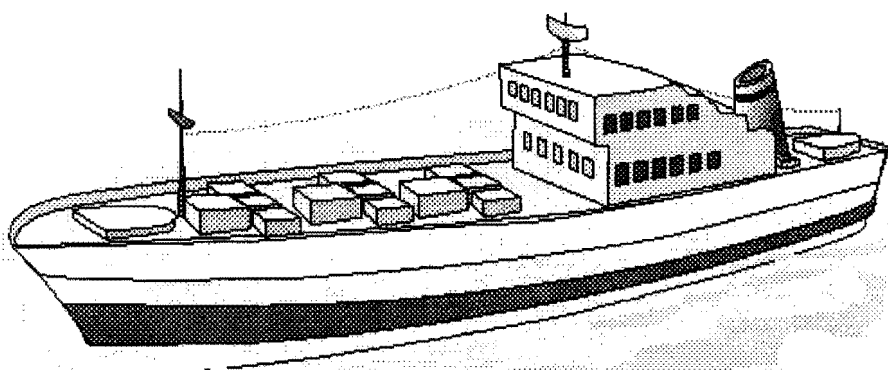
Problem Solving Activity (Grade 2)

Name _____ Date _____

Ships brought many boxes of fruits to the land where Abuela grew up. There were 8 ships in all. One ship was extra long. It carried 6 boxes of fruit. The other ships each carried 4 boxes of fruit. How many boxes of fruit did the ships bring to the land where Abuela grew up?

Finish the table. Write the number. _____

Number of Ships Carrying Boxes	1	2	3	4	5	6	7	8
Number of Boxes in All								



Asian
I Hate English!
By Ellen Levine

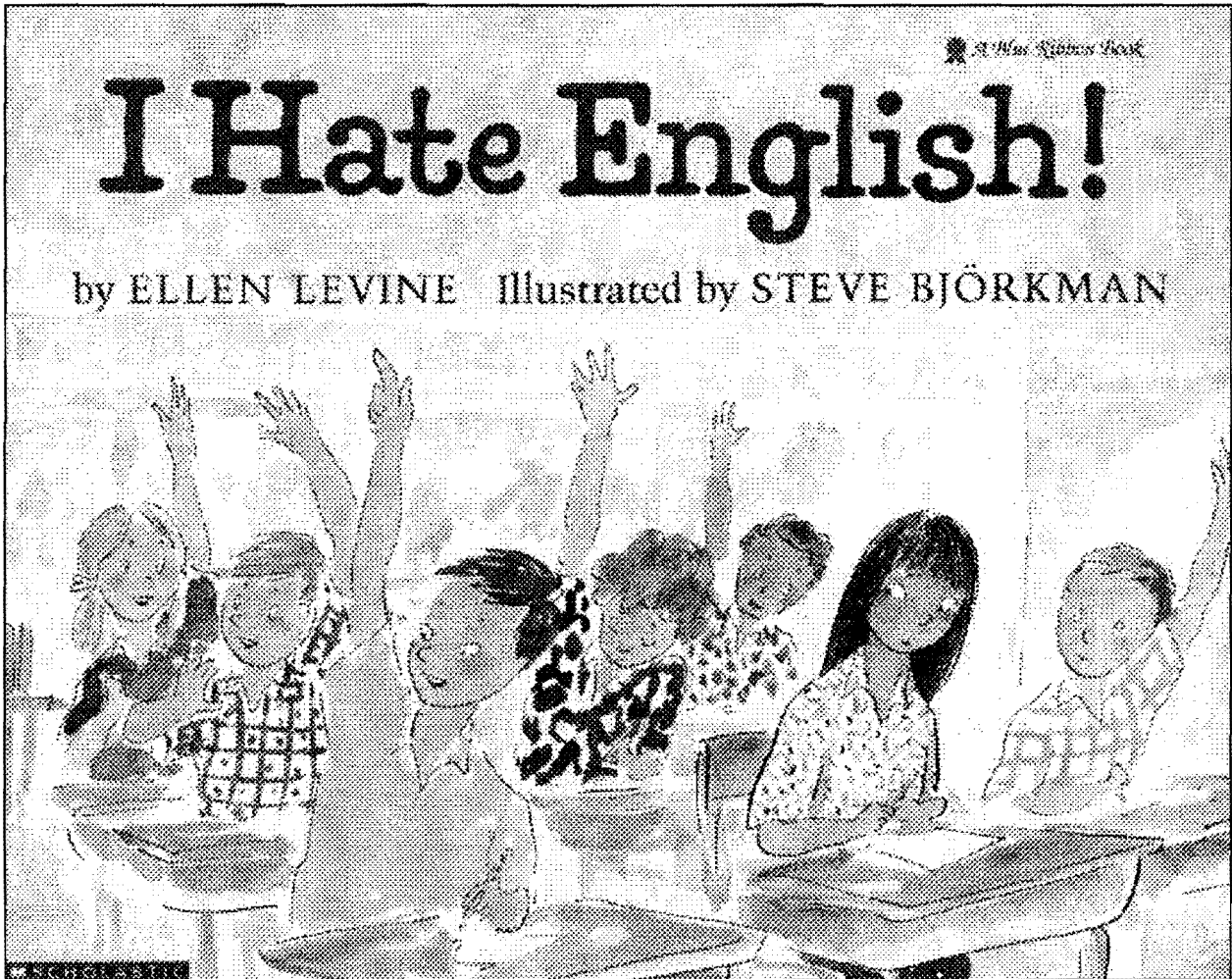


Illustration © Steve Björkman

Mei Mei emigrates with her family from Hong Kong to New York's Chinatown. She feels comfortable there because the people look and talk the way they did back in Hong Kong, but school is different. Everything is in English. Mei Mei understands what she hears but refuses to use English. Her teacher finds a surprising way to help her.

Writing Activity

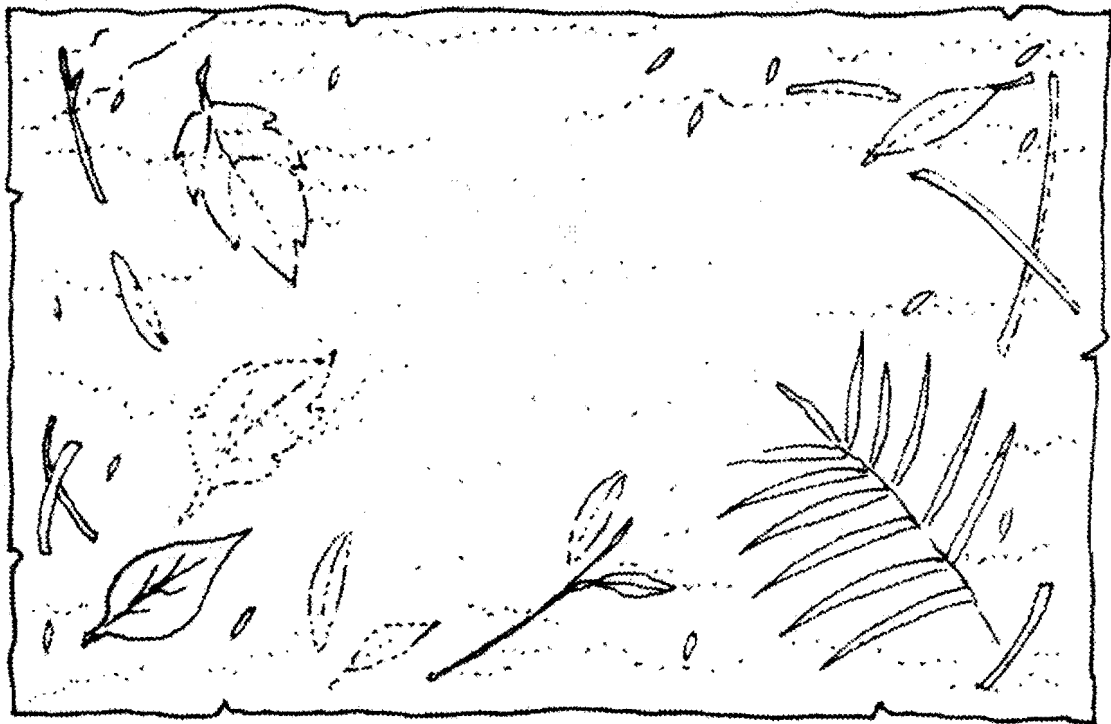
In the story, Mei Mei writes a letter to her friend Yee Fong, who lives in Hong Kong. Mei Mei wants to go back and visit. Pretend that you are Mei Mei, and you are writing a letter to Yee Fong. What else can you tell Yee Fong about arriving in America? You may want to tell her about the Chinatown Learning Center, Jones Beach, or the teacher.

Science Activity

(Whole classroom activity done at school)

In many Asian countries, rice paper is used for writing letters, stories, or poems. Help students make their own rice paper by following these directions.

1. Arrange flower petals, leaves, or thin twigs on gray construction paper.
2. Cover with a sheet of white tissue paper.
3. Brush lightly over the tissue with a solution of glue and water, continuing until the tissue is thoroughly saturated.
4. Let the tissue dry. Allow students to write their final copy of the letter from the writing activity on the "pretend" rice paper.



Social Studies Activity

(Whole classroom activity done at school)

Students will make "shoe box dragons." Chart "What I Know" and "What I Think I Know about Dragons" with students. Explain that in Chinese culture, the dragon is a symbol of good luck. Have students brainstorm American symbols of good luck (rabbit's foot, lucky charm, four-leaf clover).

Materials needed for this activity are: 1 shoe box for each child, colored construction paper, tin foil, colored tissue paper, fabric scraps, sequins, buttons, feathers, glitter, stickers, ribbons, yarn, paint, pipe cleaners, crayons, scissors, glue, pictures of dragons, chart paper.

Have each student place his/her shoe box over his/her head with the open part down as if wearing a hat. Explain that this is how the shoebox will be when they put the shoebox dragon sections together to form the complete dragon. The bottom of the shoe boxes will be the dragon's back. Each shoebox will cover a segment of the dragon. All the shoeboxes in a row will make one big, complete dragon. Assign students to create the head segment, front of the body segment, middle of the body segment, end of the body segment, and tail segments. Be sure to have a model made to show how one might look like when finished.

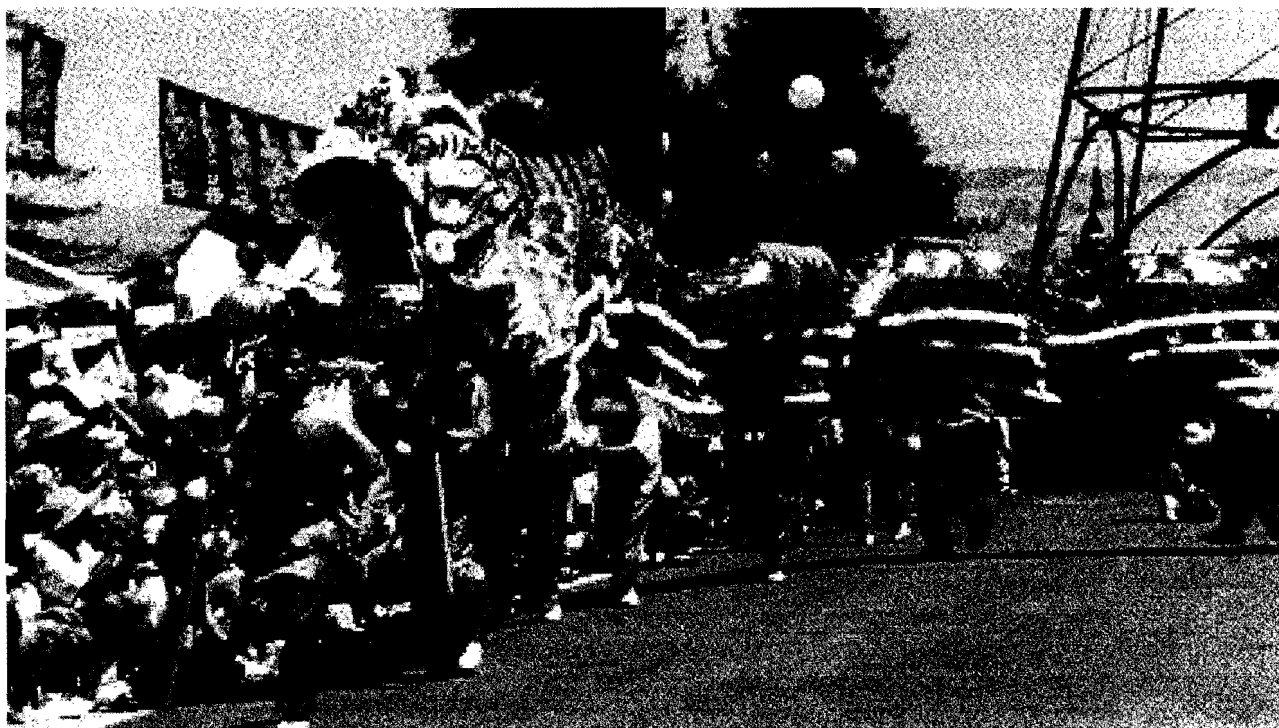


Photo © Chinese Historical and Cultural Project

Problem Solving Activity (Grade K)

Name _____

Date _____

Mei Mei was helping pass out lemonade at the picnic on the beach. She carried 2 glasses of lemonade to the table and set them in front of 2 of her friends. There were 5 of her friends at the table. How many more glasses of lemonade did Mei Mei need for the table?

Draw the classes of lemonade on the table.
How many more glasses does she need? _____



Illustration © Steve Björkman

Problem Solving Activity (Grade 1)

Name _____

Date _____

Mei Mei and Shek had a race to see who could get the most shellfish. Shek was much faster than Mei Mei. In the time it took Mei Mei to get 1 shellfish, Shek picked up 4 shellfish. Shek and Mei Mei kept picking up shellfish in the same way until a wave washed them out into deep water. Mei Mei picked up 4 shellfish in all. How many pebbles did Shek get?

Finish the table. Write the number. _____

Number of Shellfish Mei Mei Got	1	2	3	4
Number of Shellfish Shek Got	4			



Problem Solving Activity (Grade 2)

Name _____

Date _____

Shek and Mei Mei love to eat shellfish. Shek is smaller than Mei Mei, so she eats fewer eggs than Mei Mei does. For every meal, Shek eats 2 shellfish and Mei Mei eats 3 shellfish. Shek just ate her 12th shellfish! How many shellfish did Mei Mei eat? Finish the table. Write the number.

Finish the table. Write the answer. _____

Number of Shellfish Shek Ate	2	4				
Number of Shellfish Mei Mei Ate	3					



Middle Eastern
Sitti's Secrets
By Naomi Shihab Nye



Illustration © Nancy Carpenter

Mona's grandmother, her Sitti, lives in a Palestinian village on the other side of the world. Mona went to visit her once. They couldn't speak each other's language, so they made up their own. They learn about each other's worlds and secrets.

Writing Activity

Write a letter to the President about peace. Tell the President some ways we can make the world a more peaceful place.

[illegible]

Science Activity

(Whole classroom activity done at school)

During the hot summer months, lemonade is a welcome drink. Make mint lemonade like Mona and Sitti.

You will need (for 8 servings):

- 1 cup loosely packed fresh mint leaves
- 3/4 cup sugar or to taste
- 2 cups soda water
- ice cubes
- 1 lemon sliced
- 1/3 cup lemon juice
- blender
- measuring cups
- 8 small paper cups

Directions:

1. Blend mint leaves, sugar, lemon juice, and soda water in a blender.
2. In glasses, put in ice and 2 lemon slices. Pour lemonade.

Students will help measure the ingredients and pour into blender. After reading the directions, have students repeat the steps while you make the lemonade as a class.

Copy the following page and give to students.

Sitti's Lemonade with Mint

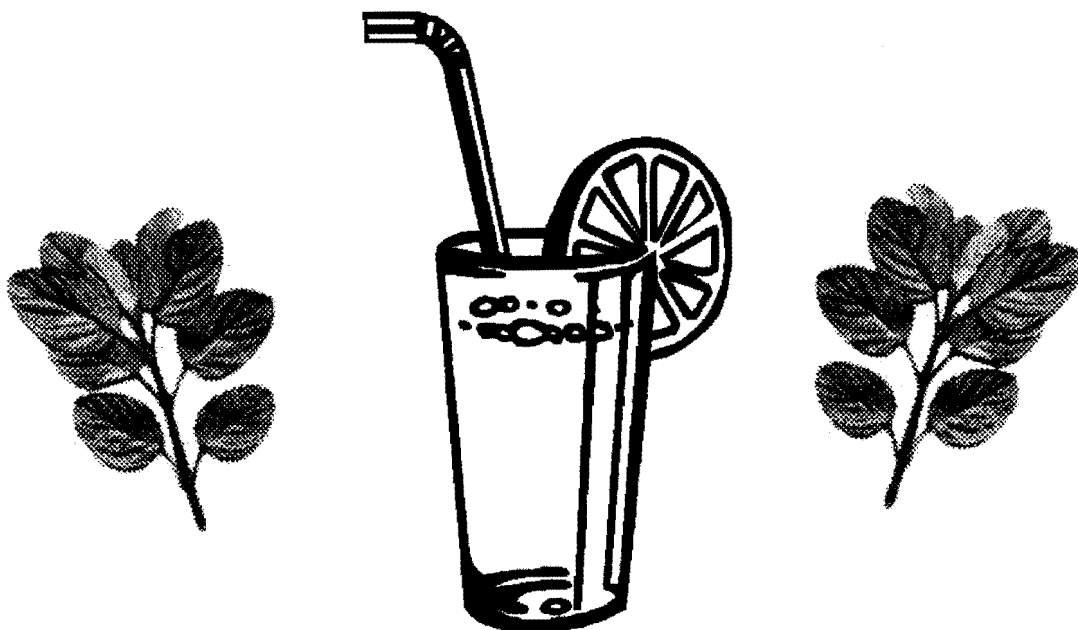
During the hot summer months, lemonade is a welcome drink. Make mint lemonade like Mona and Sitti.

Things you will need (for 8 servings):

- 1 cup loosely packed fresh mint leaves
- 3/4 cup sugar or to taste
- 2 cups soda water
- ice cubes
- 1 lemon sliced
- 1/3 cup lemon juice
- blender
- measuring cups
- 8 small paper cups

Directions:

1. Blend mint leaves, sugar, lemon juice, and soda water in a blender.
2. In glasses, put in ice and 2 lemon slices. Pour lemonade.



Social Studies Activity

(Whole classroom activity done at school)

Note: This activity requires use of the school kitchen. Ask students if they have ever tasted any foods from the Middle East. The class is going to make traditional Arabic cookies. Have students wash hands before activity.

You will need (for 40 servings):

- ½ cup butter
- ½ cup shortening
- ½ cup shredded coconut
- 2 cups rolled oats
- 1 cups white sugar
- 2 cups all-purpose flour
- 1 teaspoons baking powder
- ½ teaspoon baking soda
- ½ teaspoon salt
- ½ cup boiling water
- measuring utensils
- cooking utensils

Directions:

1. Set aside boiling water and cool until lukewarm. Mix butter, shortening, coconut, oats, sugar, flour, baking powder, baking soda, and salt with fingers until dough reaches the consistency of pie crust. Add lukewarm water and work into dough.
2. Make dough into once inch balls. Flatten with a fork.
3. Place on greased cookie sheets and bake at 400 degrees F for 10 minutes.

Students will help measure and add ingredients. When ingredients are worked into dough, divide into portions for students to roll and flatten individually.

Copy the following page and give to students.

Sitti's Secret Cookies

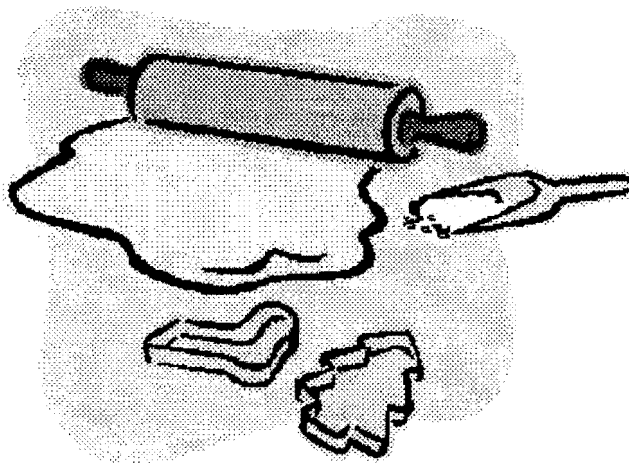
Sometimes, Sitti may have made Arabic cookies for Mona and her cousins. Help Sitti make these delicious treats!

Things you will need (for 40 small cookies):

- ½ cup butter
- ½ cup shortening
- ½ cup shredded coconut
- 2 cups rolled oats
- 1 cups white sugar
- 2 cups all-purpose flour
- 1 teaspoons baking powder
- ½ teaspoon baking soda
- ½ teaspoon salt
- ½ cup boiling water
- measuring utensils
- mixing bowl

Directions:

1. Set aside boiling water and cool until lukewarm. Mix butter, shortening, coconut, oats, sugar, flour, baking powder, baking soda, and salt with fingers until dough reaches the consistency of pie crust. Add lukewarm water and work into dough.
2. Make dough into once inch balls. Flatten with a fork.
3. Place on greased cookie sheets and bake at 400 degrees F for 10 minutes.



Problem Solving Activity (Grade K)

Name _____

Date _____

When Mona goes to school, she brings lemonade with mint to share with the whole class. Mona is passing out her lemonade with mint to her classmates at snack time. She carried 2 glasses of lemonade to the red table and set them in front the 2 of the children. There were 5 children at the red table. How many more glasses did Joan need for the red table?

Draw the classes of lemonade on the table.
How many more glasses does she need? _____



Illustration © Nancy Carpenter

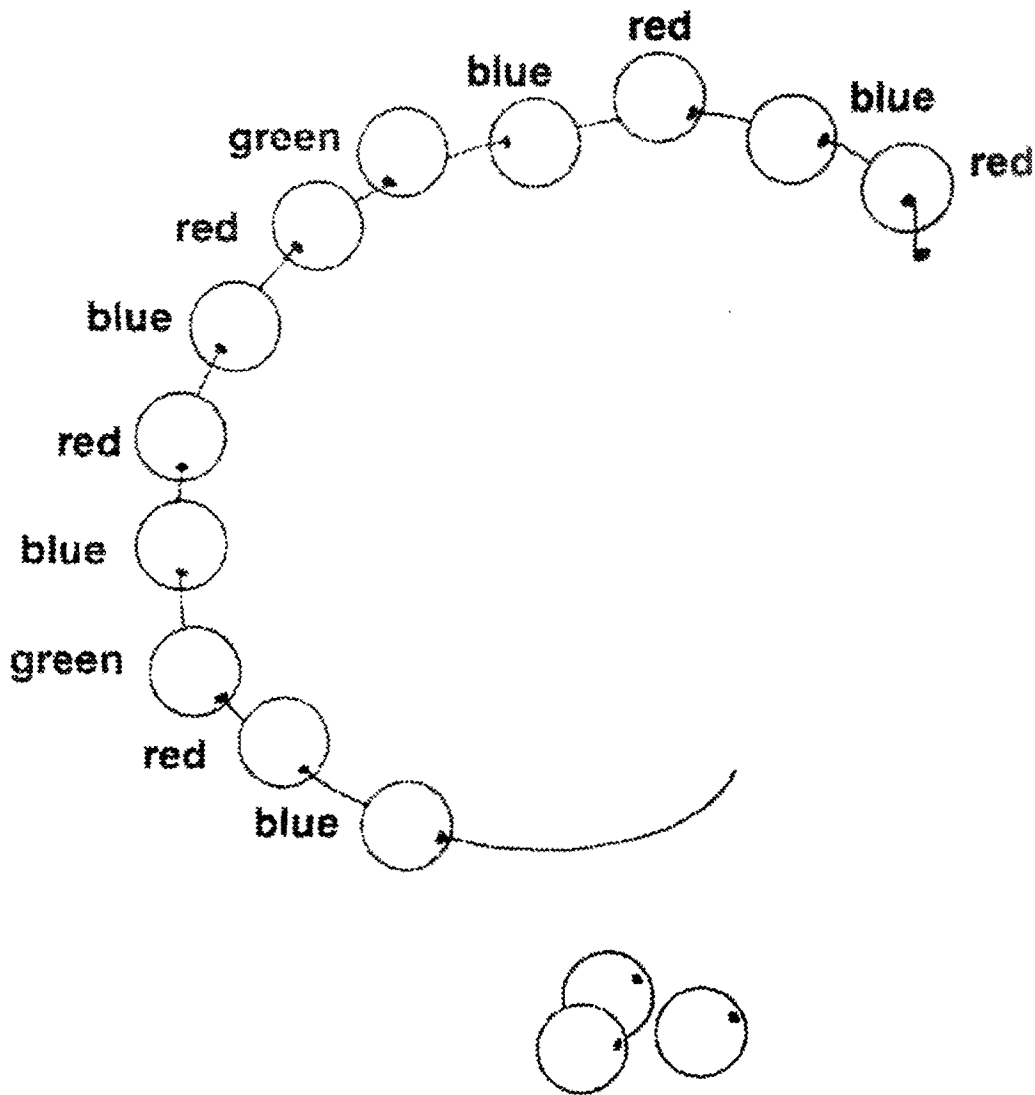
Problem Solving Activity (Grade 1)

Name _____

Date _____

Mona is making a string of beads to make a necklace for Sitti. She is putting red beads, green beads, and blue beads on the string for a pattern. Mona thinks her pattern of beads is very pretty. Look for Mona's pattern. What color bead will Mona put on the string next?

Draw the bead and color it.



Problem Solving Activity (Grade 2)

Name _____

Date _____

Mona plays marbles with her cousins. Everyone brings their own marbles to share. Once everyone is there, there is a large pile of marbles they can all play with.

There are more than 33.

There are fewer than 39.

There is an odd number of marbles.

There is not a 5 in the ones' place of the number.

How many marbles are there?

Use the table. Write the number. _____

33

34

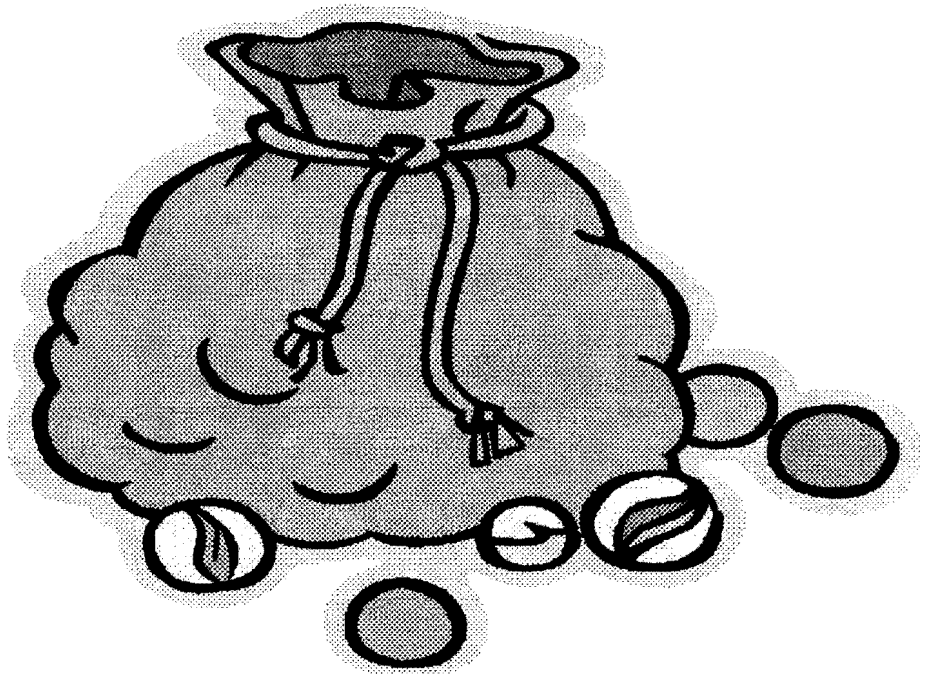
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38

39



Intermediate Levels
(Grades 3-4)

Native American
Where the Buffaloes Begin
By Olaf Baker

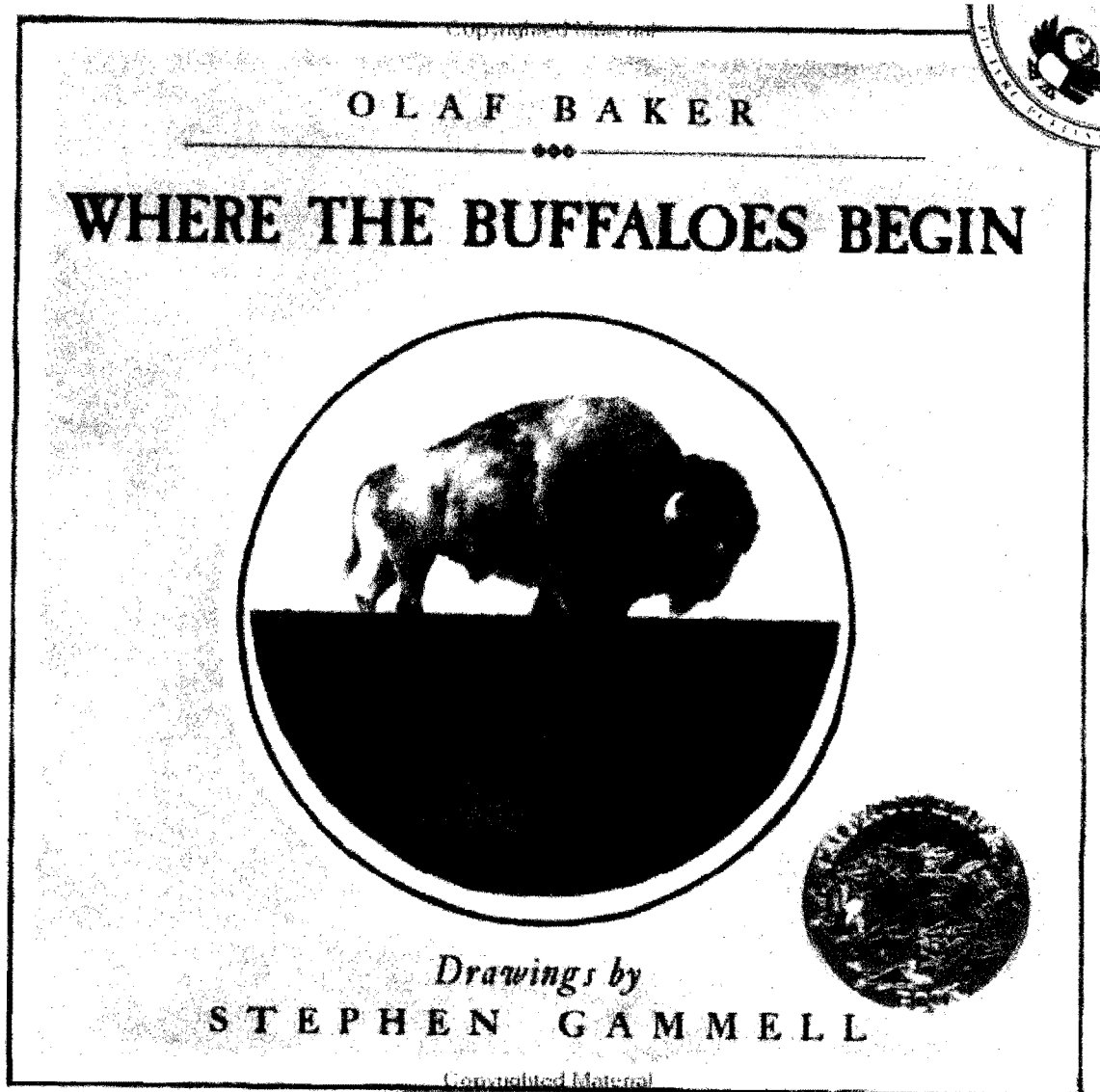


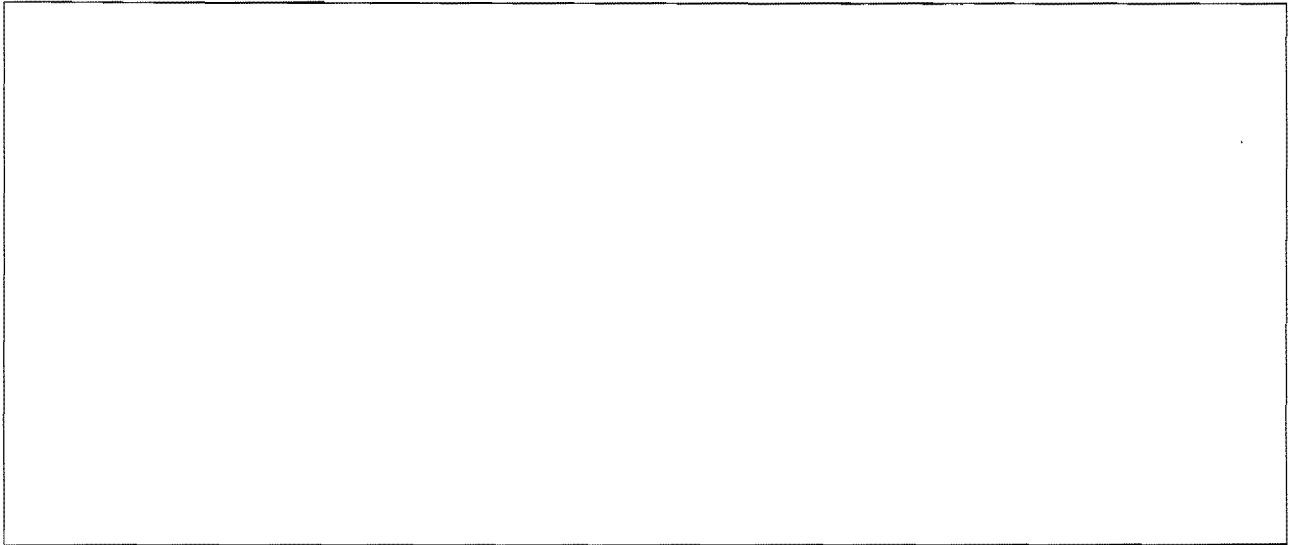
Illustration © Stephen Gammell

Little Wolf lived with his people on the Great Plains. The wise man had told them for as long as anyone could remember that the buffaloes had their beginnings in the strange lake to the south. Little Wolf longed to see the lake and set off one morning to find it. What he finds there is not only the buffaloes but also a way to help him save his people from their enemies.

Writing Activity

Name _____ Date _____

Write a story about the storyteller who first told the story about the buffalo to Nawa, the wise man. What was his or her name? What did he or she look like? How did he or she know the story? Create an illustration of this storyteller.



Science Activity

(Whole classroom activity done at school)

Note: This is a 3-day activity. The third activity requires use of the school kitchen. Corn was an important food for many Native Americans. Provide the students with ears of dried corn on the cob. Tell them to remove the kernels from the cob, put them in a bowl, cover with water, and soak overnight. The next day, have students drain water from the bowl or pour into a strainer. Then, using cleaned, smooth, round stones that fit in students' hands, let students grind the corn the way the American Indians did and let it dry out. Explain this is how Native Americans made cornmeal to make cornbread. If you have access to the school kitchen, students may use the cornmeal to make cornbread muffins.

You will need the following for 12 muffins (do not multiply recipe, make multiple batches):

- $\frac{3}{4}$ cup cornmeal
- 1 cup all purpose flour
- $\frac{1}{3}$ cup sugar
- 1 Tbsp. baking powder
- $\frac{1}{2}$ tsp. salt
- 1 cup non-fat buttermilk
- 1 large egg
- 1 Tbsp. unsalted butter (melted)
- large mixing bowl
- measuring utensils
- cooking utensils
- muffin pan
- 12 muffin papers

In groups, have students mix all ingredients together in a bowl. Let stand for five to ten minutes. Line a non-stick muffin tin with muffin papers. Divide the batter into twelve muffins and bake at 325°F for about 15 minutes until golden on top.

Copy the following 2 pages and give to students. Use the *Make Native American Cornmeal* handout on Days 1 and 2. Use the *Homemade Cornbread* handout on Day 3.

Make Native American Cornmeal

Corn was an important food for many Native Americans. Make cornmeal like the Native Americans did in their villages.

Things you will need:

- dried corn on the cob
- large bowl
- water
- smooth, round stone
- strainer

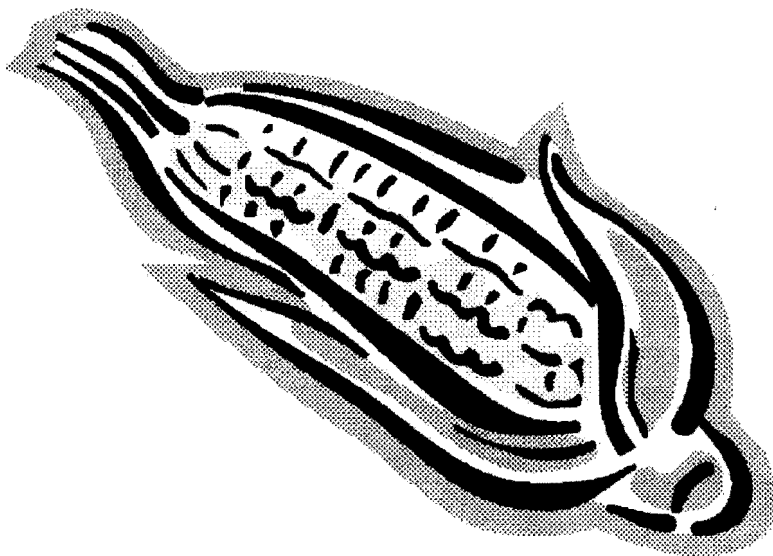
Directions:

Day 1:

1. Remove the kernels from the cob.
2. Put the kernels in a large bowl and cover with water.
3. Soak overnight.

Day 2:

1. Pour kernels into strainer to drain all the water.
2. Pour kernels back into bowl.
3. Using your round stone, grind the corn.
4. Let dry overnight.



Homemade Cornbread

Now that you have made your own cornmeal the way the Native Americans did, make cornbread for you and your friends!

Things you will need (for 12 muffins):

- $\frac{3}{4}$ cup cornmeal
- 1 cup all purpose flour
- $\frac{1}{3}$ cup sugar
- 1 Tbsp. baking powder
- $\frac{1}{2}$ tsp. salt
- 1 cup non-fat buttermilk
- 1 large egg
- 1 Tbsp. unsalted butter (melted)
- large mixing bowl
- measuring utensils
- muffin tin
- 12 muffin papers

Directions:

1. Mix cornmeal, flour, sugar, baking powder, and salt in a large mixing bowl.
2. Add buttermilk, egg, and butter. Stir.
3. Let stand for five to ten minutes.
4. Line a non-stick muffin tin with muffin papers.
5. Divide the batter into twelve muffins.
6. Bake at 325°F for about 15 minutes until golden on top.



Social Studies Activity

(Whole classroom activity done at school)

Students will create a Native American village. Obtain several books from the school library depicting village life. Then provide students with construction paper, glue, crayons, markers, clay, scissors, and other materials, such as leaves, twigs, and grass from outside. For younger students, use edible items to construct the village. Provide students with a paper plate, graham crackers, vanilla cake icing (use food coloring for different colors), pretzels, and various candies for decoration. Have students work in partners in planning and constructing the village.

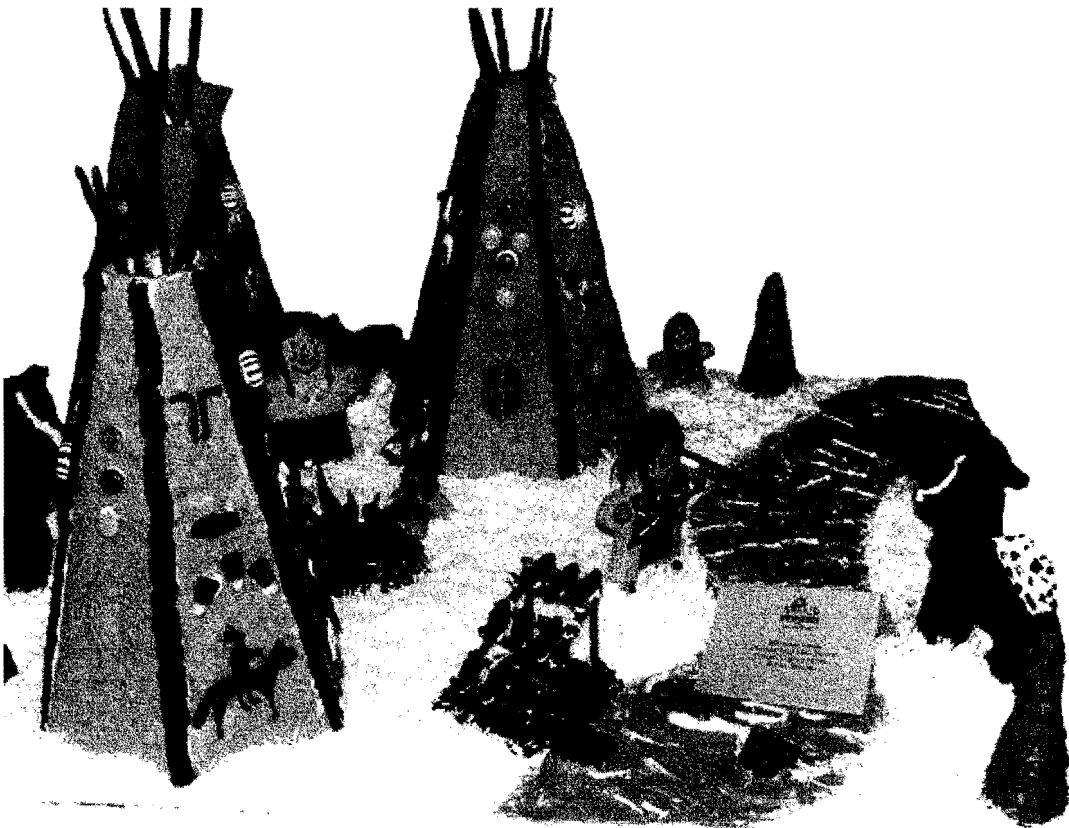


Photo © Family Advocate Program

Problem Solving Activity (Grade 3)

Name _____

Date _____

Little Wolf's pony kicks its hoof every time they pass a buffalo. One day Little Wolf kept track of how many times his pony kicked in one hour. Here are the clues he gave:

The pony kicked more than 39 times.

It kicked fewer than 46 times.

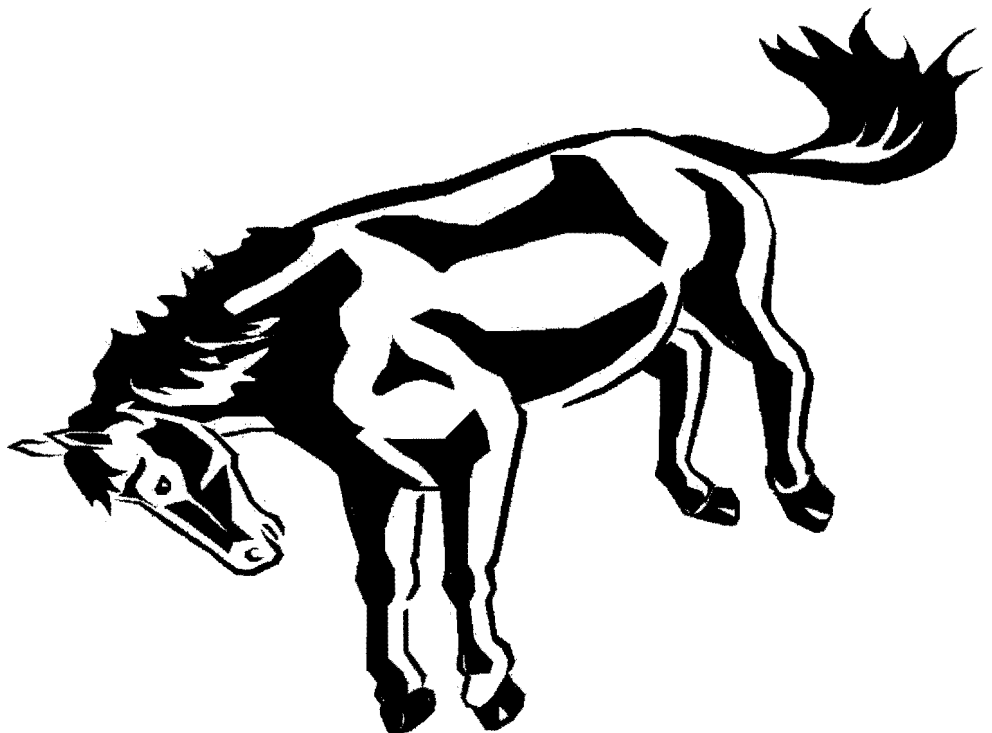
It kicked an odd number of times.

You say the number when you count by threes and by fives.

How many times did Little Wolf's pony kick its hoof in one hour?

Finish the table. Write the number. _____

39



Problem Solving Activity (Grade 4)

Name _____

Date _____

Little Wolf's pony neighed loudly. They had never seen so many buffaloes at once. Little Wolf counted up all the buffaloes on the plains.

The number is greater than 195.

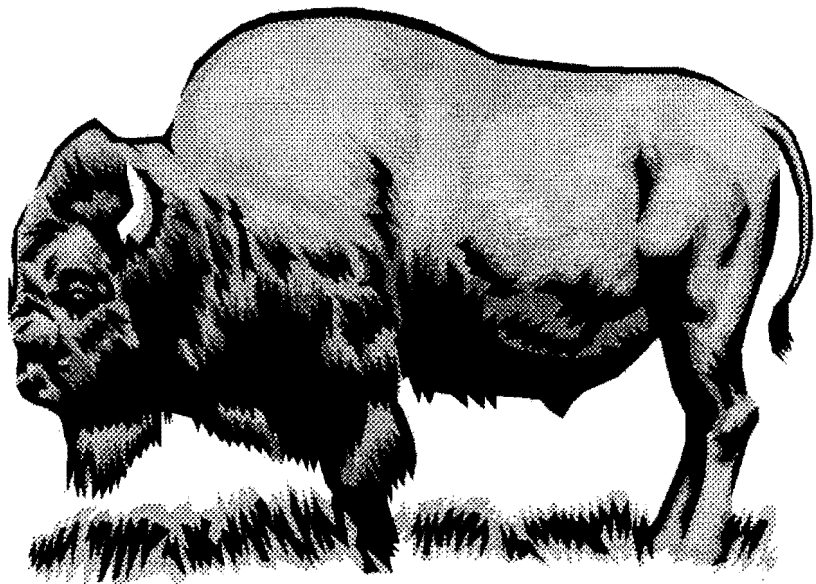
The number is less than 300.

If you count by 10s, you say its name.

It can be divided evenly by 3 and 9.

How many buffaloes did Little Wolf count?

Make a table. Write the number. _____



African American
Justin and the Best Biscuits in the World
By Mildred Pitts Walter

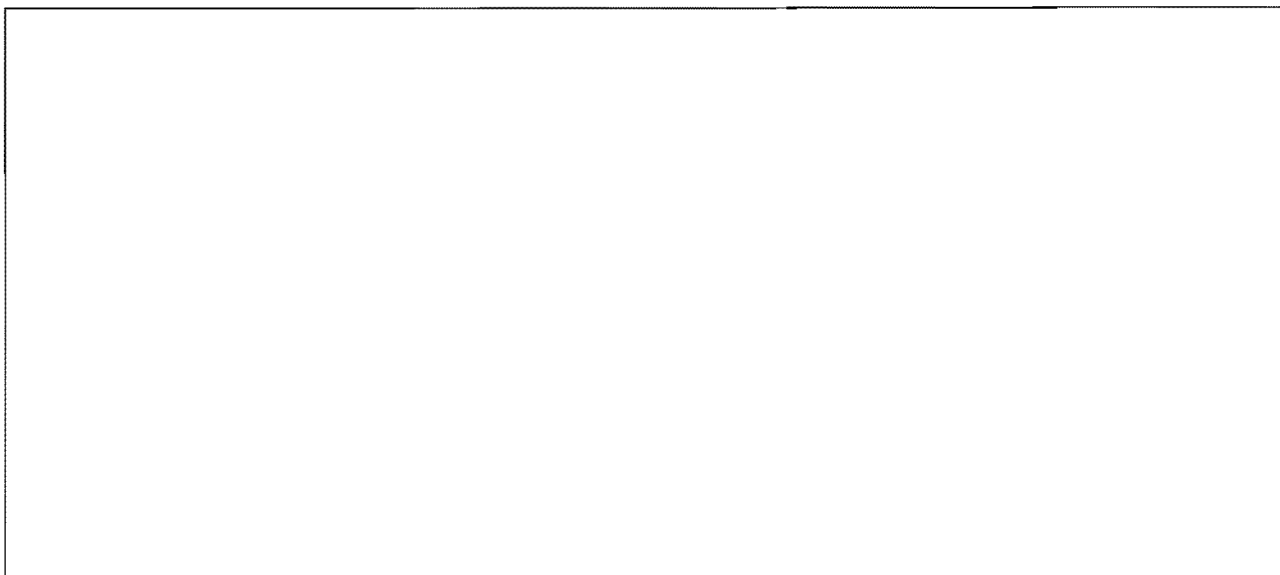


Ten-year-old Justin cannot seem to do anything right. One sister thinks he's a slob, the other says he is lazy, and according to his mom, he is always late. It is no fun being the only boy in the house. Luckily, Grandpa comes to the rescue. He invites Justin to his ranch for the big rodeo and teaches him real "men's work"—mending fences, catching fish, and even handling horses. But Justin's cowboy grandfather also has some unexpected lessons in store—like how to make a prizewinning batch of the best biscuits in the world.

Writing Activity

Name _____ Date _____

Justin's favorite person is Grandpa. Write about and illustrate your favorite person. Who is your favorite person? How do you know or know about this person? How long have you known or known about this person? What makes this person so special?

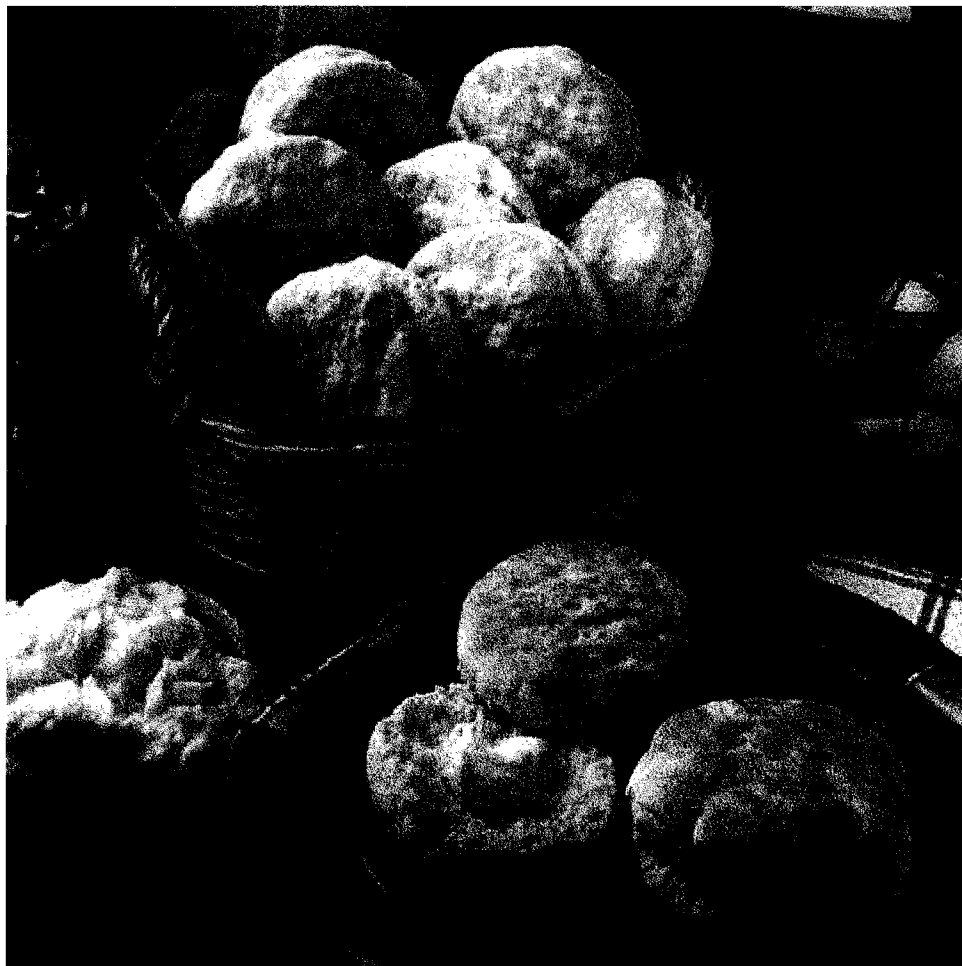


Science Activity

(Whole classroom activity done at school)

Note: This activity requires use of the school kitchen. Buy boxes of prepared buttermilk biscuit mix. Each box typically makes twelve biscuits; buy accordingly so each student can have a biscuit. Model the recipe in front of the class.

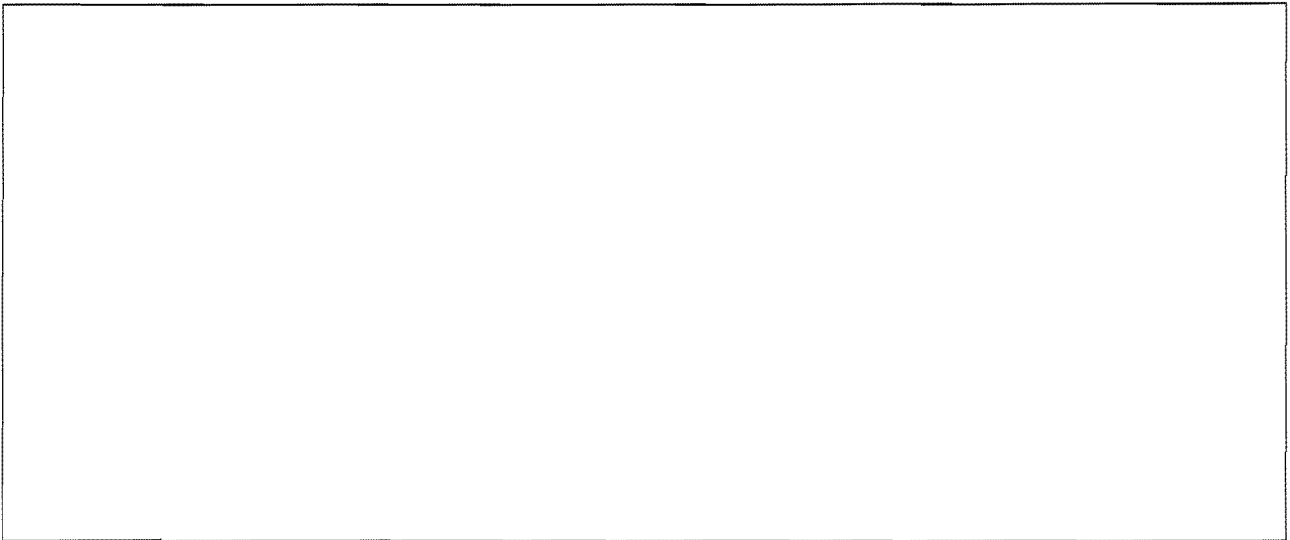
Divide class into groups and follow directions on the box. Also, have raisins available for students to place on top of their biscuits before baking. They may make designs on the biscuits with the raisins.



Social Studies Activity

Name _____ Date _____

Justin has many jobs to do. What are some jobs you are responsible for at home? Choose one job you do and write about it. What is this job? What do you have to do? Do you enjoy this job? Why or why not? Why is this job important? What would happen if nobody did the job? Make an illustration of you doing your job.

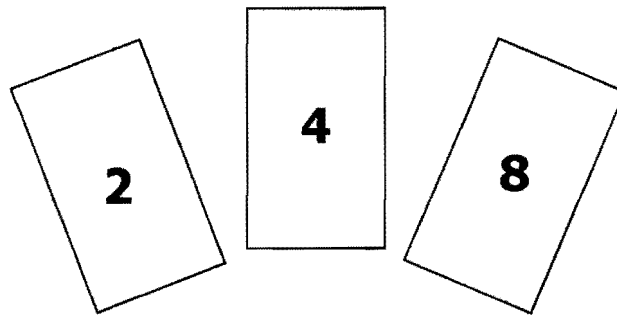


Problem Solving Activity (Grade 3)

Name _____

Date _____

Justin came home with a puzzle for Grandpa. He gave Grandpa three cards. One card had a 2 on it; one card had a 4 on it; and one card had an 8 on it. Justin asked, "Grandpa, how many 2-digit numbers can you make with these three cards?" Grandpa surprised Justin. He made six different 2-digit numbers. What numbers did Grandpa make?



Finish the list to find all six different 2-digit numbers.

24 4 _____ _____

28 4 _____ _____

Problem Solving Activity (Grade 4)

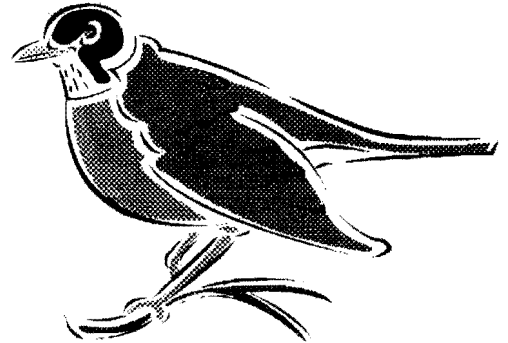
Name _____

Date _____

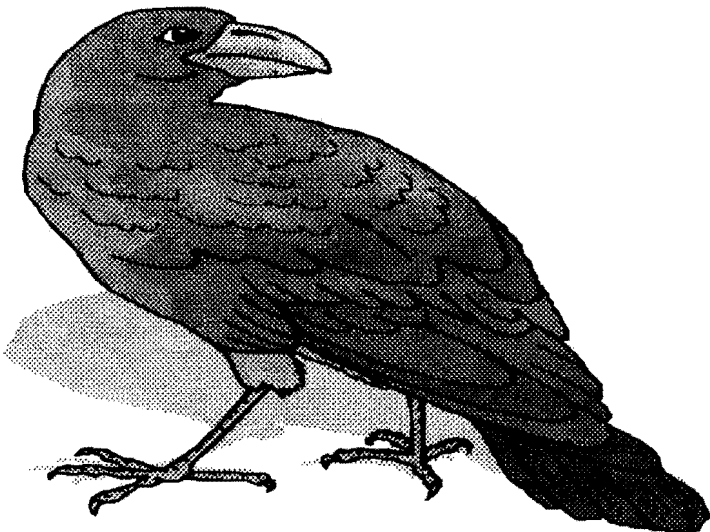
Grandpa is trying to find out how many birds are feeding on his farm. The first week, he counts 5 crows and 5 robins. The next week, he counts 10 crows and 6 robins. In the third week, he counts 14 crows and 8 robins. In the fourth week, he sees 19 crows and 11 robins. At the end of the fifth week, he counts 23 crows and 15 robins. When did Grandpa count the same number of crows and robins again, if the birds continue coming at the same rate?

Finish the table.

Which week did Grandpa count the same number of crows and robins again. _____



Week	1	2	3	4								
Crows	5											
Robins	5											



Hispanic
Felita
By Nicholasa Mohr



NICHOLASA MOHR

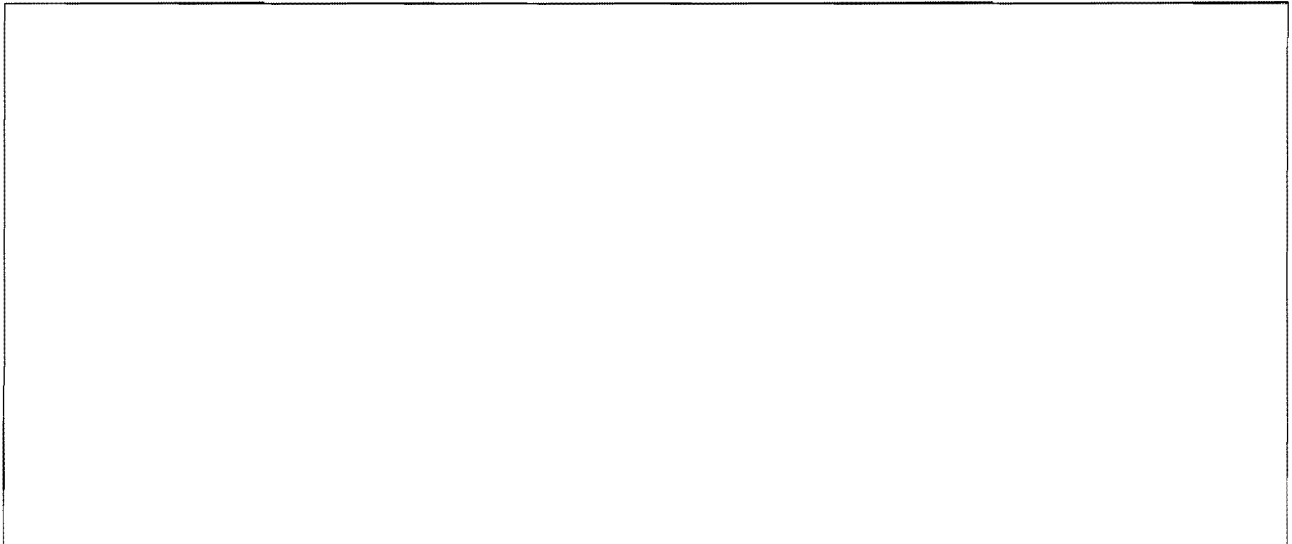
Illustration © Jean-Paul Tibbles

Felita, a young Puerto Rican girl, loved her friends and where she lived. Her family decided to move to what was supposed to be a better neighborhood. Once there, however, they were mistreated because they were from a different culture. Felita faces this test and other challenges of growing up because of the strong set of values and deep love for each other that she and her family share.

Writing Activity

Name _____ Date _____

Fairness is playing by the rules, taking turns, and sharing. Fair people are open-minded and listen to other people's opinions. They do not take advantage of others and do not blame others carelessly. Write about a time you were untreated unfairly. Describe the situation and how it could have been resolved fairly. Illustrate the situation or the solution.



Science Activity

(Whole classroom activity done at school)

Felita liked "piraguas" (Spanish for snowballs or snow cones). As a class, make snow cones by putting crushed ice into paper cones or cup. Then, pour apple, cranberry, or pineapple juice over the crushed ice and eat as a snack.



Photo © HearthSong, Inc.

Social Studies Activity

Name _____ Date _____

Felita and her family were mistreated in their new neighborhood because, unlike the others who lived there, they were Puerto Rican. Today, there is much concern about helping people of different cultures learn to live together in peace and harmony. Create a campaign to aid people in learning to live together, regardless of their race or culture. List reasons for having a campaign to help people live together peacefully regardless of race or culture. Create a slogan for your campaign. Use your slogan to create a button or bumper sticker for the campaign. Remember! Make your slogan clever and catchy to remind others about living together peacefully.

Reasons for Campaign: _____

Slogan: _____

